IEP Individualized Education Program

District: South-Western [redacted]y SD

THIS IEP WILL BE IMPLEMENTED DURING THE REGULAR SCHOOL TERM UNLESS NOTED IN SECTION 4 EXTENDED SCHOOL YEAR SERVICES

CHILD'S INFORMATION

NAME: [redacted] ID NUMBER: [redacted]

STREET: [redacted] GRADE: 08

[redacted]Y: Columbus STATE: OH ZIP: 43228

DATE OF BIRTH: [redacted]

DISTRICT OF RESIDENCE: South-Western City SD

COUNTY OF RESIDENCE: Franklin

DISTRICT OF SERVICE: South-Western City Schools

Is the child in preschool?	☐ Yes	☒ No
Will the child be 14 years old before the end of this IEP?	☒ Yes	☐ No
Is the child younger than 14 years of age but has transition and postsecondary goal information?	☐ Yes	☒ No
Is the child a ward of the state?	☐ Yes	☒ No
IEP by third birthday? (If transitioning from Part C services)	☐ Yes	☐ No

PARENT'S / GUARDIAN INFORMATION

NAME: [redacted]

STREET: [redacted]

[redacted]Y: Columbus STATE: OH ZIP: 43228

HOME PHONE: [redacted] WORK PHONE:

CELL PHONE: [redacted] EMAIL: [redacted]

NAME: [redacted]

STREET:

[redacted]Y: STATE: ZIP:

HOME PHONE: [redacted] WORK PHONE:

CELL PHONE: [redacted] EMAIL: [redacted]

OTHER INFORMATION:

[redacted] goes by the name "[redacted]" and the pronouns they/them/their. They have a diagnosis of depression, anxiety and ADHD.

MEETING INFORMATION

MEETING DATE: 05/27/2025

MEETING TYPE:

- ☐ INITIAL IEP
- ☒ ANNUAL REVIEW
- ☐ REVIEW OTHER THAN ANNUAL REVIEW
- ☐ AMENDMENT
- ☐ OTHER

IEP TIME LINES

ETR COMPLETION DATE: 10/09/2023

NEXT ETR DUE DATE: 10/08/2026

IEP EFFECTIVE DATES

START: 06/10/2025

END: 05/26/2026

NEXT IEP REVIEW: 05/26/2026

IEP FORM STATUS

(check when complete)

- ☒ 1. FUTURE PLANNING
- ☒ 2. SPECIAL INSTRUCTIONAL FACTORS
- ☒ 3. PROFILE
- ☒ 4. EXTENDED SCHOOL YEAR SERVICES
- ☒ 5. POSTSECONDARY TRANSITION SERVICES
- ☒ 6. MEASURABLE ANNUAL GOALS
- ☒ 7. SPECIALLY DESIGNED SERVICES
- ☒ 8. TRANSPORTATION AS A RELATED SERVICE
- ☒ 9. NONACADEMIC AND EXTRACURRICULAR
- ☒ 10. GENERAL FACTORS
- ☒ 11. LEAST RESTRICTIVE ENVIRONMENT
- ☒ 12. STATEWIDE AND DISTRICTWIDE TESTING
- ☒ 13. EXEMPTIONS
- ☒ 14. MEETING PARTICIPANTS
- ☐ 15. SIGNATURES

AMENDMENTS: (Complete only if amending the IEP)

IEP SECTION AMENDED	THE SCHOOL DISTRICT AND PARENTS HAVE AGREED TO MAKE THE FOLLOWING CHANGES TO THE IEP	DATE OF AMENDMENT	PARTICIPANT AND ROLE	INITIALS

1 FUTURE PLANNING

In high school [redacted] would like to take different types of art classes and has already signed up for these. They might be interested in attending the Career Academy and joining the Cosmetology program. They might also be interested in gaining full time employment after graduation.

2 SPECIAL INSTRUCTIONAL FACTORS

Items checked "Yes" will be addressed in this IEP:

Does the child have behavior which impedes his/her learning or the learning of others?	Yes [x]	No [ ]
Does the child have limited English proficiency?	Yes [ ]	No [x]
Is the child blind or visually impaired?	Yes [ ]	No [x]
Does the child have communication needs (required for deaf and hearing impaired)?	Yes [ ]	No [x]
Does the child need assistive technology devices and/or services?	Yes [ ]	No [x]
Does the child require specially designed physical education?	Yes [ ]	No [x]

3 PROFILE

Child's profile to include Reading Improvement and Monitoring Plan (if applicable):

BACKGROUND INFORMATION:
[redacted]" is an 8th grade student here at Norton Middle School. They go by the name [redacted] and identify themselves by the pronouns they, them and their. [redacted] should be addressed by teachers and staff in this manner. They attended Davis Middle School in Dublin [redacted]y Schools as a 7th grader before enrolling here at Norton. They are receiving services in the general education clas[redacted]oom for all core academic classes and pull out from the intervention specialist during intervention period in the extended learning area. This same placement should continue for the remainder of this IEP. [redacted] lives with their dad older sister, and older brother. They see their mother every weekend. [redacted]'s father would like to be provided weekly communication as to how they are progressing over their goals and objectives.

PARENT CONCERNS:
[redacted]'s father would like for them to be successful in school and their classes.

STUDENT INTERESTS:
[redacted] is interested in art and drawing. They were a part of the Art Club this school year here at Norton Middle School. Some of their art was on display at the Celebration of the Arts night. They enjoy listening to music and making origami.

STRENGTHS AND WEAKNESSES:
[redacted] shows strengths in the areas of reading, writing and math skills. Their verbal and non verba[skills are also a strength of theirs. They are smart and knowledgeable about worldly events. They are very creative and tend to think outside of the box. They arrive to school and class on time and have good hygiene.

They show weaknesses in the areas of attention, transitioning between tasks, completing assignments by their due dates, and organizational skills, They tend to bring all their required materials to school and class, but bring extra materials that are not needed. These tend to distract [redacted] from working on assignments and tasks that are assigned to do in class. They also lack confidence in themselves, which in turn prevents them from wanting to focus on school work.

ETR INFORMATION:
According to [redacted]'s most recent ETR dated 10/9/23, they qualify for services under the Other Health Impairment-minor (OHI) category. [redacted]'s difficulties with attention and executive functioning skills are impacting their ability to access the general education curriculum. Across settings, [redacted] experiences significant difficulty maintaining necessary levels of attention (BASC-3 Attention Problems scale; ASRS Attention scale; Conners-4 Inattention/Executive Dysfunction and ADHD Inattentive Symptoms scales). It is challenging for [redacted] to sustain their attention and appropriately focus on one thing while ignoring other things. They also struggle with siklis such as starting tasks Independently, holding information In mind for the purpose of completing a task, and organization (BRIEF-2 Initiate, Working Memory, and Organization of Materials scales).

3 PROFILE

[redacted] was administered the Wechsler Individual Achievement Test-Fourth Edition (WIAT-4) [redacted]'s scores on all of the subtests administered to them fell within the average - very high ranges. Their standard scores are as follows: Word Reading= 124, Reading Comprehension=116, Oral Reading Fluency= 108. Numerical Operations=120, Math Problem Solving= 116, Spelling= 143. This result suggests that [redacted]'s encoding skills are significantly above those of their same-age peers.
The [redacted] Brief Intelligence Test - Second Edition (KBIT-2) was administered to [redacted] as a fourth grader on 10/14/2020. The results of this assessment are Verbal SS = 130 (above average), Nonverbal SS = 129 (above average), and IQ Composite SS = 134 (above average).

MEDICAL AND SAFETY CONCERNS:
[redacted] has been diagnosed with ADHD and is currently on medication. They also have anxiety and depression.

ACCOMMODATIONS:
[redacted] will receive the following accommodations: Small group for pull out services (no more than 6 students), extended time to complete assignments and tests (2x allotted), clarify directions, reminders/prompts, frequent check ins between student and teacher (2x per class), break larger assignments down into smaller more manageable parts, highlight key words and concepts, guided notes, breaks (up to 5 minutes when requested), redirection, checklists, fidgets and preferential seating.

STATE AND DISTRICT TESTS:
On the 2025, Ohio State Test in Math, [redacted] scored a 748, which is advanced. On the Science Test they scored an 816, which is also advanced. On the English/Language Arts Test they scored a 696, which is basic. A passing or proficient score is a 700 or higher.
[redacted] was administered the iReady Math Diagnostic two times this year. In Dec 2024, their score was a 535 and on an 8th grade equivalent. They were on grade level in the areas of Numbers and Operations, Algebra, Measurement and Data and Geometry. In May 2025, they took it once more and scored a 540 and was still on an 8th grade level. They went up 5 points. They were in grade level in the areas of Numbers and Operations, Algebra, Measurement and Data and Geometry.
[redacted] was administered the HMH Reading Diagnostic 3 times this school year. In Sept 2024, they scored an 885 and was above grade level. In Dec 2024 they scored an 668 and was on grade level. Finally in April 2025, they scored an 879 and was still on grade level.

TRANSITION STATEMENT:
[redacted] will need a course of study that supports their goal of obtaining full time employment after high school graduation, This includes classes to meet high school graduation requirements. [redacted] would like to obtain their driver's license when they turn 16 years old. They want to stay here in Columbus and live with family members. They are interested in attending the Career Academy and applying to the Cosmetology Program.

4 EXTENDED SCHOOL YEAR SERVICES

Has the team determined that ESY services are necessary? ☐ Yes ☒ No

If yes, what goals determined the need?

Will the team need to collect further data and reconvene to make a determination? ☐ Yes ☒ No

Date to Reconvene

5 POSTSECONDARY TRANSITION

POSTSECONDARY TRAINING AND EDUCATION

MEASURABLE POSTSECONDARY GOAL:
After high school graduation, [redacted] will gain full time employment.

Age Appropriate Transition Assessment regarding Post Secondary Training and Education (indicating student's needs, strengths, preferences and interests)
On the Transition Planning and Assessment Form that was completed by [redacted] and Miss [redacted] in May 2025, they would like to obtain a job after high school graduation. Their education preferences include: Whole or small group instruction, hands on activities, working alone or with others, verbal instructions and sitting close to the teacher. Their favorite classes are art and language arts. They are interested in possibly attending the Career Academy and applying to the Cosmetology Program.

On a student questionnaire that [redacted] filled out their strong points are math, writing and art. Their weak point is social studies. In high school they feel it is important to learn a foreign language and take different art classes, such as photography and ceramics. They see themselves joining the Art and Drama Club and getting a part time job. After high school graduation, they see themselves obtaining a full time job.

COURSES OF STUDY: Curriculum based on the Ohio Learning Standards.			NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs 1, 2	
TRANSITION SERVICE/ACTIVITY:	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE
The intervention specialist will instruct [redacted] on prioritizing assignments, studying, and tasks using strategies such as identifying due date and assignment value.	06/03/2025	05/26/2026	2 times	intervention specialist

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED

- [ ] A. Anecdotal Record
- [x] B. Checklist
- [ ] C. Work Sample
- [ ] D. Rubric
- [ ] E. Other (list) _____

COMPETITIVE INTEGRATED EMPLOYMENT

MEASURABLE POSTSECONDARY GOAL:
After high school graduation, [redacted] will gain full time employment in the Cosmetology field.

Age Appropriate Transition Assessment regarding Competitive Integrated Employment (indicating student's needs, strengths, preferences and interests)
On the Transition Planning and Assessment Form completed by [redacted] and Miss [redacted] in May 2025, their work condition preferences include: Working inside, working with others, standing, being dirty, wearing no uniform, working mornings, having a variety of tasks, working full time and slow paced. [redacted]'s employability skills include: Arrives to school and class on time, has good hygiene, is polite, is trustworthy, comes prepared, dresses appropriately, and is independent. [redacted]'s needs include: Staying on task, a positive attitude, being even tempered, following directions, getting along with others, handling constructive criticism, completing work on time, asking for help, showing great effort and showing initiative.

On an Employability and Life Skills Assessment that was filled out by Miss [redacted]'s strengths were in the areas of self help skills, task related skills, relations with peer, and quality of work. They were lower in the areas of relations with supervisor/parent/adult, work attitudes, quantity of work and general work habits.

COURSES OF STUDY: Career exploration opportunities and study will be provided to [redacted] within the 9th grade curriculum.			NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs 1, 2	
TRANSITION SERVICE/ACTIVITY:	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE
The intervention specialist will instruct [redacted] on prioritizing tasks in and outside of school.	06/10/2025	05/26/2026	2 times	intervention specialist

5 POSTSECONDARY TRANSITION

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED

- [ ] A. Anecdotal Record
- [x] B. Checklist
- [ ] C. Work Sample
- [ ] D. Rubric
- [ ] E. Other (list) _____

INDEPENDENT LIVING (As appropriate)

MEASURABLE POSTSECONDARY GOAL:
After high school graduation, [redacted] will live with roommates here in Columbus.

Age Appropriate Transition Assessment regarding Independent Living (indicating student's needs, strengths, preferences and interests)
On the Transition Planning and Assessment Form that was completed by [redacted] and Miss [redacted] in May 2025, their living preferences include: Living with others, staying here in Columbus, and getting their driver's license. At home their chores include doing the dishes, feeding the cats, vacuuming, and mopping. They would like to join the Drama Club and are a member of the Art Club. Their independent strengths include: Arriving to appointments on time, having good attendance, and taking medicine independently. Their needs include: Identifying long and short term goals, taking steps to reach goals, creating a budget/paying bills, locating housing, scheduling appointments, and shopping for groceries.

On an Independent Living Postsecondary Goal Worksheet, [redacted] was higher in the areas of home living, community involvement, self advocacy and personal safety and interpersonal relationships. They were lower in the areas of health and wellness, household and money management, transportation and law and politics.

COURSES OF STUDY: Career exploration opportunities and study will be provided to [redacted] within the 9th grade curriculum.			NUMBERS OF ANNUAL GOAL(S) Related to Transition Needs 1, 2	
TRANSITION SERVICE/ACTIVITY:	PROJECTED BEGINNING DATE	PROJECTED END DATE	FREQUENCY	PERSON/AGENCY RESPONSIBLE
The intervention specialist will instruct [redacted] on understanding the importance of saving and effective methods for doing so.	06/10/2025	05/26/2026	2 times	intervention specialist

TYPE OF EVIDENCE INDICATING THE TRANSITION SERVICE HAS BEEN COMPLETED

- [ ] A. Anecdotal Record
- [x] B. Checklist
- [ ] C. Work Sample
- [ ] D. Rubric
- [ ] E. Other (list) _____

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD COMPLETION OF TRANSITION SERVICES/ACTIVITIES TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6B Transition Progress Report form.

Target date for child to Graduate: _____

6 MEASURABLE ANNUAL GOALS

Number: 1 **Area:** Executive Functioning

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

PROGRESS:
Organization is a newly added goal. Progress will be reported every 9 weeks.

PERFORMANCE/BASELINE DATA:
In class [redacted] has a hard time remaining focused. They will bring their materials to school and classes, but will also bring other things that distract them from working on the tasks that they should be working on. These include arts and crafts materials. They will bring paper and make origami, beads and make bracelets, and a bunch of markers, pens and notebooks. They will spread these out on their desk and their area becomes cluttered and full of unnecessary materials. They can also become distracted by their Chromebook by getting on YouTube videos. They perform well on assessments and do well when interested in the content or topic.

ASSESSMENTS:
[redacted]'s difficulties with attention and executive functioning skills are impacting their ability to access the general education curriculum. Across settings, [redacted] experiences significant difficulty maintaining necessary levels of attention (BASC-3 Attention Problems scale; ASRS Attention scale; Conners-4 Inattention/Executive Dysfunction and ADHD Inattentive Symptoms scales). It is challenging for [redacted] to sustain their attention and appropriately focus on one thing while ignoring other things. They also struggle with skills such as starting tasks Independently, holding information In mind for the purpose of completing a task, and organization (BRIEF-2 Initiate, Working Memory, and Organization of Materials scales).

GRADE LEVEL INDICATORS:
According to high school standards, students should be able to get out required materials for class and keep materials that are not needed away. [redacted] needs to work on this skill to be equivalent with their peers.

INTERVENTIONS:
[redacted] receives executive functioning services in the small group setting. They receive guided practice, supported practice in creating an organizational system, and opportunities for supported practice identifying appropriate materials and/or resources to use on particular assignments.

NON ACADEMIC:
[redacted] is respectful towards their teachers. They are smart, inquisitive and creative. They struggle with remaining focused, staying on task and turning in assignments by their due dates. When upset they tend to shut down and become quiet.

MEASURABLE ANNUAL GOAL

Given a class period, [redacted] will maintain personal materials on the desk in an orderly, easily accessible manner in 2 out of 3 times assessed every quarter by the end of the IEP.

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

☐ A. Curriculum-Based Assessment	☐ E. Short-Cycle Assessments	☐ I. Work Samples
☐ B. Portfolios	☐ F. Performance Assessments	☐ J. Inventories
☐ C. Observation	☒ G. Checklists	☐ K. Rubrics
☐ D. Anecdotal Records	☐ H. Running Records	

MEASURABLE OBJECTIVES

NUM	OBJECTIVE
1.1	Given a class period, [redacted] will gather only necessary materials needed (Chromebook, pencil, paper, drawing pad) in 2 out of 3 times assessed each quarter by the end of the IEP.
1.2	Given a class period, [redacted] will place materials in the correct location, in 2 out of 3 times assessed each quarter by the end of the IEP.

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL MASTERY TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6A Progress Report form.

Reported every 9 weeks

6 MEASURABLE ANNUAL GOALS

Number: 2 **Area:** Self regulation

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

PROGRESS:
According to progress over [redacted]'s goal of " Given an allotted time of 5 minutes, [redacted] will identify how they are feeling about any given situation with no more than 2 prompts in 2/3 given opportunities," they were able to master this goal. Here is the data that was compiled over it: Trial 1= less than 2 prompts, Trial 2= one prompt, Trial 3= one prompt, Trial 4= more than 2 prompts and then shut down/did not want to talk.

PERFORMANCE/BASELINE DATA:
This school year [redacted] has had zero behavior incidents, such as lunch or after school detentions. There have been a couple of times in which they have needed to talk to the school counselor or someone from the Care Team. A referral was made to the Care Team in October for someone to work with [redacted]. Building a relationship with [redacted] will help them open up more and be forthcoming about their emotions.

ASSESSMENTS:
[redacted]'s difficulties with attention and executive functioning skills are impacting their ability to access the general education curriculum. Across settings, [redacted] experiences significant difficulty maintaining necessary levels of attention (BASC-3 Attention Problems scale; A[redacted]S Attention scale; Conners-4 Inattention/Executive Dysfunction and ADHD Inattentive Symptoms scales). It is challenging for [redacted] to sustain their attention and appropriately focus on one thing while ignoring other things. They also struggle with skills such as starting tasks Independently, holding information In mind for the purpose of completing a task, and organization (BRIEF-2 Initiate, Working Memory, and Organization of Materials scales).

GRADE LEVEL INDICATORS:
According to the Social Emotional Learning (SEL) Standards, students should be able to identify their emotions about a given situation and be able to talk to a trusted adult when feeling overly emotional. [redacted] needs to work on this skill in order to be equivalent with their peers.

INTERVENTIONS:
[redacted] will receive direct one on one and/or small group instruction through the use of modeling, cueing, role playing, instruction in identifying stressors, teaching and utilizing coping strategies, positive reinforcement, and integration skill development.

NON ACADEMIC:
[redacted] is respectful towards their teachers and peers. They perform well on curriculum based assessments. They are creative, knowledgeable, introspective, and enjoy hands on activities/tasks. They can become distracted and lose focus in class. At times they will miss assignment due dates. If they are interested in the content or topic they are more willing to participate in class.

MEASURABLE ANNUAL GOAL

Given an allotted time of 5 minutes, [redacted] will be able to identify how their feelings about a situation, are impacting their day, with no more than 2 prompts in 2 out of 3 times assessed, per quarter, by the end of the IEP.

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

☐ A. Curriculum-Based Assessment	☐ E. Short-Cycle Assessments	☐ I. Work Samples
☐ B. Portfolios	☐ F. Performance Assessments	☐ J. Inventories
☐ C. Observation	☒ G. Checklists	☐ K. Rubrics
☐ D. Anecdotal Records	☐ H. Running Records	

MEASURABLE OBJECTIVES

NUM	OBJECTIVE
2.1	Given an allotted time of 5 minutes, [redacted] will be able to identify how their feelings about a situation, are impacting their day and other aspects of their life, with no more than 2 prompts, in 2 out of 3 times assessed, per quarter, by the end of the IEP.
2.2	Given an allotted time of 5 minutes, [redacted] will be able to explain how their feelings may impact other people, with no more than 2 prompts, in 2 out of 3 times assessed, per quarter, by the end of the IEP.
2.3	Given an allotted time of 5 minutes, [redacted] will be able to explain the positive and negative consequences of expressing their feelings, with no more than 2 prompts, in 2 out of 3 times assessed, per quarter, by the end of the IEP.

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL MASTERY TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6A Progress Report form.

Reported every 9 weeks

6 MEASURABLE ANNUAL GOALS

Number: 3 **Area:** Executive Functioning

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

PROGRESS:
According to progress over [redacted]'s goal of "Given an academic task, [redacted] will begin the task and remain engaged for the allotted amount of time with one or less prompts in 2/3 given opportunities, by the end of the IEP," they were making adequate progress the first semester of the school year and then minimal progress the second semester of the school year. Here is the data that was compiled: Trial 1= 1 or more prompts given, Trial 2= 1 or more prompts given, Trial 3= 1 prompt less than 80% of the time, and Trial 4= 1 prompt less than 87% of the time.

PERFORMANCE/BASELINE DATA:
In class [redacted] has a hard time remaining focused. They become distracted by peers and other things happening around them. They do not always turn in their assignments by the due dates. [redacted] has more missing assignments in some classes compared to others. In language arts class they have done a great job at turning in their work on time and doing weekly Membean lessons. This is also the same in Math class with completing delta math warm ups and most of their weekly iReady lessons. In Science and Social studies, [redacted] has struggled more in turning work on time. They do not complete their daily warm up questions or science starters. But they have said that these classes do not interest them. They perform well on assessments and do well when interested in the content or topic.

ASSESSMENTS:
[redacted]'s difficulties with attention and executive functioning skills are impacting their ability to access the general education curriculum. Across settings, [redacted] experiences significant difficulty maintaining necessary levels of attention (BASC-3 Attention Problems scale; A[redacted]S Attention scale; Conners-4 Inattention/Executive Dysfunction and ADHD Inattentive Symptoms scales). It is challenging for [redacted] to sustain their attention and appropriately focus on one thing while ignoring other things. They also struggle with skills such as starting tasks Independently, holding information In mind for the purpose of completing a task, and organization (BRIEF-2 Initiate, Working Memory, and Organization of Materials scales).

GRADE LEVEL INDICATORS:
According to high school standards, students should be able to turn in assignments by their due dates. [redacted] needs to work on this skill to be equivalent with their peers.

INTERVENTIONS:
[redacted] receives executive functioning services in the small group setting. They receive guided practice, direct instruction on how to determine if a task is fully completed or still needs more work, practice prioritizing assignments and tasks, and practice using Google calendar.

NON ACADEMIC:
[redacted] is respectful towards their teachers. They are smart, inquisitive and creative. They struggle with remaining focused, staying on task and turning in assignments by their due dates. When upset they tend to shut down and become quiet.

MEASURABLE ANNUAL GOAL

Given their allowable extended time, [redacted] will complete 95% of their assignments by the given due dates, in 2 out of 3 times assessed, each quarter, by the end of the IEP.

METHOD(S) FOR MEASURING THE CHILD'S PROGRESS TOWARDS ANNUAL GOAL

☐ A. Curriculum-Based Assessment	☐ E. Short-Cycle Assessments	☐ I. Work Samples
☐ B. Portfolios	☐ F. Performance Assessments	☐ J. Inventories
☐ C. Observation	☒ G. Checklists	☐ K. Rubrics
☐ D. Anecdotal Records	☐ H. Running Records	

MEASURABLE OBJECTIVES

NUM	OBJECTIVE
3.1	Given their allowable extended time, [redacted] will determine if they completed the required tasks for the day in 2 out of 3 times assessed each quarter, by the end of this IEP.
3.2	Given their allowable extended time, [redacted] will determine which unfinished tasks need to be completed outside of the clas[redacted]oom in 2 out of 3 times assessed, each quarter by the end of this IEP.

FREQUENCY OF WRITTEN PROGRESS REPORTING TOWARD GOAL MASTERY TO THE CHILD'S PARENTS

Note: Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability. See OP-6A Progress Report form.

Reported every 9 weeks

7 DESCRIPTION(S) OF SPECIALLY DESIGNED SERVICES

TYPE OF SERVICE	GOAL ADDRESSED	PROVIDER TITLE	LOCATION OF SERVICE
SPECIALLY DESIGNED INSTRUCTION:			
Behavior - Specially Designed Instruction Specially Designed Instruction in the area of Executive Functioning will be provided in a small group setting and will focus on: Guided practice, Supported practice in creating an organizational system, Opportunities for practice in identifying appropriate materials and/or resources to use on particular assignments, Direct instruction on how to determine if a task is fully completed or still needs more work, Pr Practice using Google calendar to track due dates	1	Intervention Specialist	Extended Learning Area
BEGIN: 06/10/2025	END: 05/26/2026	AMOUNT OF TIME: 160 (min)	FREQUENCY: Per Month
Behavior - Specially Designed Instruction Specially Designed Instruction in the area of Self Regulation will be provided in a small group setting and will focus on: Modeling, Cueing, Role playing, Direct instruction in identifying stressors, Teaching and utilizing coping strategies, Positive reinforcement, Integration skill development	2	Intervention Specialist	Extended Learning Area
BEGIN: 06/10/2025	END: 05/26/2026	AMOUNT OF TIME: 80 (min)	FREQUENCY: Per Month

RELATED SERVICES:			
BEGIN:	END:		

ASSISTIVE TECHNOLOGY:			
BEGIN:	END:	AMOUNT OF TIME:	FREQUENCY:

ACCOMMODATIONS:		
Accommodations include: [redacted] will receive the following accommodations: Small group for pull out services (no more 6 students), extended time to complete assignments and tests (2x allotted), clarify directions, reminders/prompts, frequent check ins between student and teacher (2x per class), break larger assignments down into smaller more manageable parts, highlight key words and concepts, guided notes, breaks (up to 5 minutes when requested), redirection, checklists, fidgets and preferential seating.		
BEGIN: 06/10/2025	END: 05/26/2026	

MODIFICATIONS:		
BEGIN:	END:	

7 DESCRIPTION(S) OF SPECIALLY DESIGNED SERVICES

TYPE OF SERVICE		GOAL ADDRESSED	PROVIDER TITLE	LOCATION OF SERVICE
SUPPORT FOR SCHOOL PERSONNEL:				
BEGIN:	END:			

SERVICE(S) TO SUPPORT MEDICAL NEEDS:		
BEGIN:	END:	

8 TRANSPORTATION AS A RELATED SERVICE

Does the child require special transportation? ☐ Yes ☒ No

Does the child need transportation to and from services? ☐ Yes ☒ No

Does the child need accommodations or modifications for transportation? ☐ Yes ☒ No

If yes, check any transportation accommodations/modifications that are needed

- ☐ The bus driver will be notified of the child's behavioral and/or medical concerns
- ☐ Specially Adapted Vehicle ☐ Wheelchair lift ☐ Aide (for transportation only)
- ☐ Securement Systems ☐ Car Seat ☐ Safety Vest
- ☐ Other Specify: _____

9 NONACADEMIC AND EXTRACURRICULAR ACTIVITIES

In what ways will the child have the opportunity to participate in nonacademic/extracurricular activities with their nondisabled peers?

Describe

[redacted] will have the same opportunities to participate in nonacademic and extracurricular activities as non-disabled peers.

If the child will not participate in non-academic/extracurricular activities, explain.

10 GENERAL FACTORS

HAS THE IEP TEAM CONSIDERED

The strengths of the child? ☐ Yes ☐ No

The concerns of the parents for the education of the child? ☐ Yes ☐ No

The results of the initial or most recent evaluations of the child? ☐ Yes ☐ No

As appropriate, the results of performance on any state or district-wide assessments? ☐ Yes ☐ No

The academic, developmental, and functional needs of the child? ☐ Yes ☐ No

Regarding the Third Grade Reading Guarantee, is the child on-track for reading? ☐ Yes ☐ No ☐ NA

11 LEAST RESTRICTIVE ENVIRONMENT

For School Age:

Does the child attend the school they would attend if not disabled? ☒ Yes ☐ No

Does this child receive all special education services with nondisabled peers? ☐ Yes ☒ No

If no, justify (justification may not be solely because of needed modifications in the general education curriculum):

[redacted] will receive pull out services in the extended learning area to work on behavior skills related to executive functioning and self regulation of emotions. This will include direct instruction, guided practice, modeling, cueing and role playing.

12 STATEWIDE AND DISTRICT WIDE TESTING

Is the child participating in the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)? ☐ Yes ☒ No

Click below for guidance in considering AASCD:
Ohio AASCD Participation Criteria

Accessibility on district and statewide tests

Will the child participate in district wide and state wide assessments with accommodations? ☒ Yes ☐ No

For each subject tested in the child's grade, choose the method of assessment below.
If "With Accommodations" is chosen for any subject, provide a description of the Accommodations for each subject in the right column. Alternate Assessment, if chosen, must apply to all tests taken.

1. DISTRICT TESTING
(Note specific test or tests that student will be taking and any differences in allowable accommodations that may be test specific within the classroom across the district)

AREA	ASSESSMENT TITLE	DETAIL OF ACCOMMODATIONS
ELA Reading		
ELA Writing		
Mathematics		
Science		
Social Studies		
Other		

2. STATEWIDE TESTING
(Note specific test or tests that student will be taking and any differences in allowable accommodations that may be test specific)

AREA	ASSESSMENT TITLE	DETAIL OF ACCOMMODATIONS
ELA Reading	EOC - ELA, OST - ELA	Per Testing protocol:, Breaks, Extended time (2x allotted amount), Familiar test administrator, Redirect student to the test, Small group administration (no more than 8 total students)
ELA Writing		
Mathematics	EOC - Math, OST - Math	Per Testing Protocol:, Breaks, Extended time (2x allotted amount), Familiar test administrator, Redirect student to the test, Small group administration (no more than 8 total students)
Science	EOC - Science, OST - Science	Per Testing Protocol:, Breaks, Extended time (2x allotted amount), Familiar test administrator, Redirect student to the test, Small group administration (no more than 8 total students)
Social Studies	EOC - Social Studies	Per Testing Protocol:, Breaks, Extended time (2x allotted amount), Familiar test administrator, Redirect student to the test, Small group administration (no more than 8 total students)
Other		

13 EXEMPTIONS

Third Grade Reading Guarantee (See The Ohio Third Grade Reading Guarantee Guidance Manual for details)

Applicable ☐ NA ☒

Does the child have a significant cognitive disability? Yes ☐ No ☐

If yes, the child is not required to take the reading diagnostic assessment and is, therefore, removed from all the provisions of the Third Grade Reading Guarantee (including retention).

If no, the team considered all data and made the following decision (check one):

Not to exempt the child from the retention provision of the Third Grade Reading Guarantee ☐

To exempt the child from the retention provision of the Third Grade Reading Guarantee ☐

Graduation Tests

Applicable ☐ NA ☒

Is the child excused from the consequences of not passing required graduation tests? Yes ☐ No ☐

The child is excused from the consequences of not passing the required graduation tests in the following subjects:

Category	Course Title	Justification

Other Assessments

Applicable ☐ NA ☒

Assessment	Justification

14 MEETING PARTICIPANTS

THIS IEP MEETING WAS:

- [x] Face-to-Face Meeting
- [ ] Video Conference
- [ ] Telephone Conference/Conference Call
- [ ] Other

IEP EFFECTIVE DATES:

START: 06/10/2025

END: 05/26/2026

DATE OF NEXT IEP REVIEW: 05/26/2026

IEP MEETING PARTICIPANTS

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP

NAME	POSITION	SIGNATURE	DATE
[redacted], [redacted]	INTERV SP (SPEDSTAFF)		
[redacted], [redacted]	(STUDENT)		
[redacted], [redacted]	Father (GUARDIAN)		
[redacted], [redacted]	Teacher		
[redacted], [redacted]	ASST PRIN (ADVISORSTAFF)		

PEOPLE NOT IN ATTENDANCE WHO PROVIDED INFORMATION AND RECOMMENDATIONS

NAME	POSITION	SIGNATURE	DATE

* IF THE GENERAL EDUCATION TEACHER, INTERVENTION SPECIALIST, DISTRICT REPRESENTATIVE OR PERSON KNOWLEDGABLE ABOUT THE INSTRUCTIONAL IMPLICATIONS OF THE EVALUATION DATA HAVE SIGNED AS NOT IN ATTENDANCE AT THE IEP MEETING, THERE MUST BE A WRITTEN EXCUSE ON FILE.

** THE STUDENT IS A PREFERRED MEMBER UP TO AGE 18 WHEN THEY BECOME A REQUIRED MEMBER UNLESS THERE IS NO TRANSFER OF GUARDIANSHIP.

15 SIGNATURES

INITIAL IEP

☐ I give consent to initiate special education and related services specified in this IEP.*

☐ I give consent to initiate special education and related services specified in this IEP except for**

AREA: _____

☐ I do not give consent for special education and related services at this time.**

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

IEP ANNUAL REVIEW (Not a Change of Placement)

☐ I agree with the implementation of this IEP.*

☐ I am signing to show my attendance/participation at the IEP team meeting but I do not agree with the following special education and related services specified in this IEP.**

AREA: _____

Note: Not a Change of Placement does NOT require a parents' signature to implement the IEP.

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

IEP REVIEW (Change of Placement)

☐ I give consent for the change of placement as identified in this IEP.*

☐ I do not give consent for the change of placement as identified in this IEP.**

☐ I revoke consent for all special education and related services.**

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

PROCEDURAL SAFEGUARDS NOTICE

The parent received a copy of the Procedural Safeguards Notice at the IEP Meeting in the following form:

Yes ☐ No ☐ IF NO, DATE SENT TO PARENTS: _____

Transfer of Rights at Age of Majority

By the child's 17th birthday, the child and the child's parents or surrogate parent received a copy of their procedural safeguards notice informing them that the transfer of procedural safeguard rights under IDEA will take place on the child's 18th birthday. Yes ☐ No ☐

CHILD'S SIGNATURE: _____ DATE: _____

PARENT/GUARDIAN SIGNATURE: _____ DATE: _____

COPY OF THE IEP

The parents received a copy of the IEP at the IEP meeting. Yes ☐ No ☐ IF NO, DATE SENT TO PARENTS: _____

* The district must provide prior written notice to the parents summarizing the outcome of the IEP meeting before implementing the IEP.

** If there is not agreement or consent is revoked, the district must provide prior written notice to the parents.